



Title I, Part D, Subpart 2

On Site Review Facility Study Guide

Applicant LEA Name:

Date of Visit:

Applicant LEA Contact:

MDE Consultant:

Facility to be Reviewed:

Both Entities Shall Complete This Study Guide Together:

Signature of LEA Authorized Official

Signature of Facility Authorized Official

Note: Use the Title I, Part D, Subpart 2 Facility Study Guide with Explanations as a component document

GENERAL INFORMATION

1. The On Site Review (OSR) is a compliance review.
2. Documents that require an external review must be received by the Michigan Department of Education (MDE) in sufficient time prior to the OSR to conduct the review or will automatically result in a Change Required (CR).
 - The district/school may not provide additional external review documentation during the OSR and request another review (ex., revised School Improvement Plan or Annual Education Report).
 - Consultants rate “implementation” of applicable components at the close of the OSR.
3. Technical Assistance (TA) should occur at a scheduled follow-up meeting – not during the OSR. TA provided after the report-out on the day of the OSR should be limited.

Districts must use TA documents available in GEMS and available group TA meetings for some support

Title I, Part D, Subpart 2 On Site Review Facility Study Guide Rating Guidelines

These guidelines have been developed to provide a set of indicators that constitute a high, moderate or low rating. To receive a particular rating, a Local Educational Agency (LEA) / Facility should have a majority of the indicators for that category in place. For selected indicators a Y (YES) rating will be used.

H (HIGH) = present to a high degree / well developed

- Process is fully in place
- School community is well informed
- Process to improve is focused
- Is part of the school culture
- Consistently guides program decision making
- Analysis of student performance measures is consistently used to make program decisions
- **Where appropriate**, high quality products are used
- Could serve as a model for best practice

M (MODERATE) = present to moderate degree / progressing

- Process is in various stages of implementation
- School community is somewhat informed
- Process to improve may lack focus or be limited in scope
- Is becoming part of the school culture
- May guide program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

L (LOW) = present minimally / in early stages

- Process is in the beginning stages
- School community is inadequately informed
- Process to improve is primarily in development and yet to be applied
- Unrelated to program decision making
- Analysis of student performance measures is rarely used to make program decisions
- Products exist but are unused

CR (CHANGE REQUIRED) = not present

Y (YES) = meets requirement

N/A (Not Applicable)

I. Application for Funding		
Indicators	Y, CR	Evidence & Explanation
1. The Local Educational Agency (LEA) has completed and filed a program application with the State Education Agency (SEA) (GEMS Citation C12_0008)		Documentation submitted to MDE three weeks prior to On Site Review. MDE consultant will rate this indicator.
2. The application accurately describes the current program in the Facility (GEMS Citation C12_0006)		
II. Formal Agreement		
Indicators	Y, CR	Evidence & Explanation
1. The Facility has entered into a formal agreement with the LEA (GEMS Citation C12_0009)		Documentation submitted to MDE three weeks prior to On Site Review. MDE consultant will rate this indicator.
2. The formal agreement accurately depicts the Facility's program and the shared expectations of the Facility and the LEA (GEMS Citation C12_0009)		
3. The formal agreement is implemented with fidelity by all partners (GEMS Citation C12_0015)		

III. Program Requirements

The LEA should respond to each of the Program Requirements by identifying the current level of monitoring provided by the LEA. "To what degree does the LEA monitor the Facility to ensure..."

The Facility should respond to each of the Program Requirements by identifying the current level of implementation within the Facility.

Indicators	H, M, L, CR, N/A	Evidence & Explanation
1. The program is designed with the expectation that children and youth will have the opportunity to meet the same challenging State academic content and academic achievement standards that all children in the State are expected to meet (GEMS Citation C12_0003)		
2. Where feasible, the educational programs in the Facility are coordinated with the student's home school, particularly with respect to students with an Individualized Education Plan (IEP) under Part B of the Individuals with Disabilities Education Act (IDEA) (GEMS Citation C12_0004)		
3. The local school of the student is notified if the student is identified while in the Facility as being in need of special education and related services (GEMS Citation C12_0003)		
4. Where feasible, transition assistance is provided to help the child or youth stay in school. Including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling that is provided (GEMS Citation C12_0005)		

Indicators	H, M, L, CR, N/A	Evidence & Explanation
5. Support programs are provided that encourage children and youth who have dropped out of school to re-enter school once they have completed their term at the Correctional Facility, or provide them with the skills necessary to gain employment or to seek a secondary school diploma or its recognized equivalent (GEMS Citation C12_0014)		
6. The Facility is staffed with teachers and other highly qualified staff who are trained to work with children and youth who have disabilities, taking into consideration the unique needs of such children and youth (GEMS Citation C12_0001)		
7. To the extent possible, technology is used to assist in coordinating educational programs between the Correctional Facility and the community school (GEMS Citation C12_0010)		
8. Where feasible, parents are involved in efforts to improve the educational achievement of their children and to prevent further involvement of such children in delinquent activities (GEMS Citation C12_0012)		
9. Funds received under this Part are coordinated with other Federal, State, and local funds to provide services to participating children and youth (GEMS Citation C12_0013)		
10. Programs are coordinated with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974, reauthorized in 2002, and other comparable programs, if applicable (GEMS Citation C12_0007)		
11. If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth (GEMS Citation C12_0011)		

IV. Evaluation		
Indicators	H, M, L, CR, N/A	Evidence & Explanation
1. Program services are evaluated at least once every three years AND disaggregated for participation by gender, race, ethnicity, and age in order to determine the impact on the ability of participants to:		
a. Maintain and improve educational achievement (GEMS Citation C12_0016)		
b. Accrue school credits that meet State requirements for grade promotion and secondary school graduation (GEMS Citation C12_0016)		
c. Make the transition to a regular program or other education program operated by an LEA (GEMS Citation C12_0016)		
d. Complete secondary school (or secondary school equivalency requirements) (GEMS Citation C12_0016)		
e. Obtain employment after leaving the Correctional Facility or Institution for neglected or delinquent children and youth and as appropriate, participate in postsecondary education and job training (GEMS Citation C12_0016)		
2. In conducting each evaluation, multiple and appropriate measures of student progress are used (GEMS Citation C12_0017)		
3. Evaluation results are submitted to the SEA (GEMS Citation C12_0018)		
4. The results of evaluations are used to plan and improve subsequent programs for participating children and youth (GEMS Citation C12_0019)		

Indicators	H, M, L, CR, N/A	Evidence & Explanation
5. To the extent feasible, evaluations are tied to the standards and assessment system that the State or school district has developed for all children (GEMS Citation C12_0021)		